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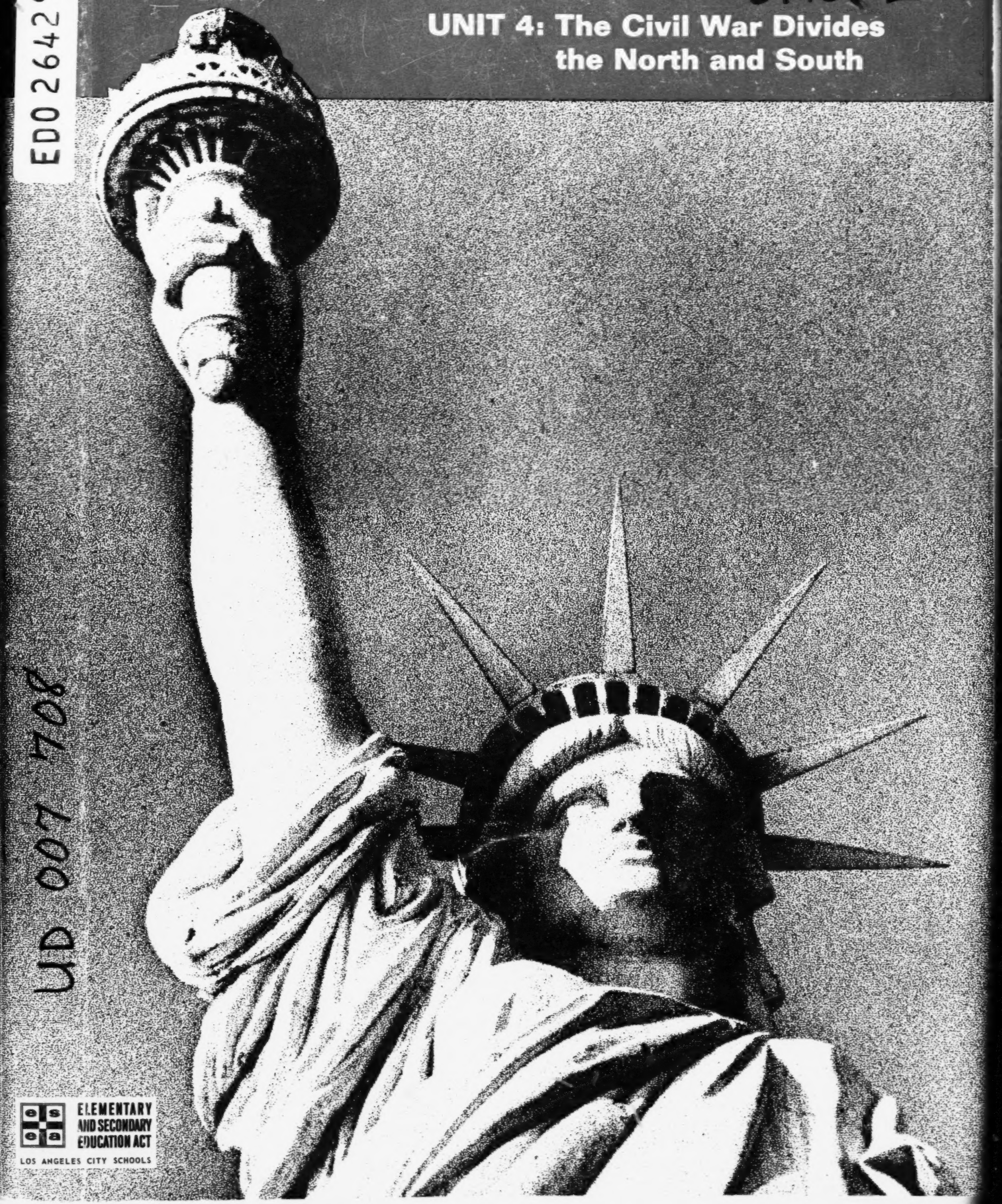
ADVENTURES IN UNITED STATES HISTORY

UNIT 4: The Civil War Divides the North and South



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ADVENTURES IN UNITED STATES HISTORY

UNIT 4: THE CIVIL WAR DIVIDES THE NORTH AND SOUTH

FOR PUPILS IN
UNITED STATES HISTORY AND GEOGRAPHY 1

UD 007 708

LOS ANGELES CITY SCHOOLS
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CHAPTER 1

SLAVERY DIVIDES the North and South

SUMMARY READING

VOCABULARY

Watch for these words in today's reading. They are underlined in the story. Try to understand how these underlined words are used in the story.

1. territories
2. abolitionist
3. manufacturing
4. central government
5. secede

Persons in the same family often disagree on some things. They might even have strong arguments. Usually, they stay together as one family because they think it is better to do so. Sometimes, however, family members do break away. In 1861, several "family members" (states) in the country disagreed so strongly with the rest of the nation that they tried to leave the Union. Today you will read how some southern states tried to break away from the rest of the country.

WHY WAS THE INVENTION OF THE COTTON GIN IMPORTANT?

Our story will have to begin many years before the big fight. When the new United States government was started, there was some slavery, but it looked as though it would end soon. In 1787, Congress passed a law called the Northwest Ordinance. One of the things that the law said was that there was to be no slavery in the Northwest Territory. This seemed to show that the United States government did not want slavery to spread.

Then, something happened to change this. In 1793, Eli Whitney invented a machine that took the seeds out of cotton. This machine was called the cotton gin. Before the cotton gin was invented, the people in the southern states did not grow large amounts of cotton. It took too long to take the seeds out of the cotton boll. With the help of the cotton gin, southern planters could grow and sell more and more cotton. Cotton soon became the main business in the South. Most cotton was grown on large plantations. Because of the size of these plantations, it was cheaper to use slave labor to grow the cotton. Now, southern plantation owners wanted laws to keep slavery and to allow it to spread into new territories. They wanted a United States government that would favor slavery.

HOW DID THE NORTH FEEL ABOUT SLAVERY?

Most people in the North did not want slavery to spread. The people in the North had small farms and factories. For them, it was cheaper to pay men to work than to own slaves. Besides this, many more people in the North than in the South felt that slavery was wrong. Some Northerners wanted to end slavery little by little. Still others wanted to free all the slaves at once. People who wanted slavery to end at once were called abolitionists. Many abolitionists were busy speaking, printing newspapers, and writing books against slavery.

Slaves wanted to be free. Many people helped them escape. They hid runaway slaves in their houses and passed them on to their friends. This was called the "Underground Railroad." Their houses were known as the "stations" along the "railroad."

WHY DID THE NORTH AND SOUTH ARGUE?

As you read in the last unit, the United States gained new lands in the West. These new lands were called territories. When enough people came into a territory, they would ask for it to become a state. Most of the people in the South wanted all the new territories to come into the

Union as slave states. Most Northerners wanted them to come in as free states. Whenever a new state came in, the argument always came up: would it be "slave" or "free"? The South was pleased when Texas came in as a slave state in 1845. A quarrel between the United States and Mexico over Texas led to a war. The United States won this war and added the Southwest to the United States. The added land led to more arguments over slavery. Would these new territories and new states have slaves or would they be free?

The question of slavery split the North and South. There were other things that divided the North and South, too. Northerners wanted laws passed that would help their manufacturing. Southerners did not want such laws. Northerners wanted a strong central government; Southerners did not. The Northern and Southern ways of life were different, too.

Northerners who were against the spread of slavery started the Republican party in 1854. In 1860, their candidate, Abraham Lincoln, was elected President. When this happened, the southern states tried to leave the United States. South Carolina was the first to secede. Soon, ten other states also seceded. The Union was now in very great danger.

ACTIVITY 1

VOCABULARY

Many of the words below were underlined in the story. Copy each word and match it with the meaning it has in this story. Then, write the meaning next to the word.

1. territories
2. abolitionist
3. manufacturing
4. central government
5. to secede

a. a person who wanted laws passed to end slavery
b. making things in factories
c. for a state to withdraw from the nation
d. lands that could become states
e. the United States government in Washington, D.C.

ACTIVITY 2

CHOOSING THE RIGHT KEY

Each of the seven "locks" in this section has two "keys" under it. Only one "key" will fit each "lock." Find the right "key" for each "lock." Copy each "lock" and write the correct "key" after it.

1. The Northwest Ordinance of 1787
   a. showed that the United States wanted to keep slavery.
   b. showed that the United States did not want slavery to spread.
2. When the cotton gin was invented, it
   a. meant that slavery would continue to be profitable in the South.
   b. did the work of many slaves, so that fewer slaves were needed.
3. People in the North
   a. needed slaves as much as people in the South.
   b. had small farms and factories, so they did not find slavery

profitable.

4. Abolitionists
   a. were people who wanted to end slavery at once.
   b. were people who wanted slavery to spread.
5. The "underground railroad"
   a. was a way of helping slaves escape.
   b. was a long tunnel.
6. The North and South
   a. were divided only over slavery.
   b. were divided over a number of things.
7. The Republican party
   a. was started by Northerners who wanted slavery.
   b. was started by Northerners who did not want slavery to spread.

ACTIVITY 3

WHO AM I?

Who might have made each of the following statements?

1. "Now I really want to be sure that we keep slavery."
   a. A Southerner *before* the invention of the cotton gin
   b. A Southerner *after* the invention of the cotton gin
2. "Business is great! We can sell all the cotton we can grow."
   a. A New England farmer
   b. A Southern plantation owner
3. "Great news! Texas is now a slave state."
   a. A New York newspaper
   b. A South Carolina newspaper
4. "We believe that it is wrong for one man to buy or sell another man."
   a. An abolitionist
   b. A congressman from Virginia
5. "I want laws passed to help manufacturing."
   a. A Southerner
   b. A Northerner
6. "If Abraham Lincoln is elected President, we will secede from the Union."
   a. A congressman from South Carolina
   b. A congressman from New York

ACTIVITY 4

THINK!

What does the statement below mean? Write your answer on your paper.

> When the cotton gin was invented, the plantation owners found that slave labor was cheaper than hiring free labor.

Enrichment 1: THE BIG GAME—NORTH vs. SOUTH

In 1861, the southern states said they were no longer a part of the United States; that is, they tried to secede. Southerners felt the North had control of the government in Washington, D.C., by 1861. How did this happen?

Let us think of the struggle for control of the government like keeping score in a baseball game. We can keep score by keeping track of the states as they enter the Union. Remember, each state gets two senators. On your paper copy this box score and fill in the dates when the states came ino the Union. (See Page 6.) Add up the number of states and senators as you go. The first inning has been filled in for you.

NORTH	SOUTH
Starting Line-up (1787-1790)	
New Hampshire, Massachusetts, Rhode Island, Connecticut, New York, Pennsylvania, New Jersey	Delaware, Maryland, Virginia, North Carolina, South Carolina, Georgia
States 7 Senators 14	States 6 Senators 12
First Inning—1791-1799	
Year	Year
Vermont (1791)	Kentucky (1792) Tennessee (1796)
States 1 Senators 2	States 2 Senators 4
Total: States 8 Senators 16	Total: States 8 Senators 16
Second Inning—1800-1814	
Year	Year
Ohio ( )	Louisiana ( )
States ___ Senators ___	States ___ Senators ___
Total: States ___ Senators ___	Total: States ___ Senators ___
Third Inning—1815-1819	
Year	Year
Indiana ( ) Illinois ( )	Mississippi ( ) Alabama ( )
States ___ Senators ___	States ___ Senators ___
Total: States ___ Senators ___	Total: States ___ Senators ___

Fourth Inning—1820-1829

	Year		Year
Maine	( )	Missouri	( )
	States____ Senators____		States____ Senators____
Total:	States____ Senators____	Total:	States____ Senators____

Fifth Inning—1830-1839

	Year		Year
Michigan	( )	Arkansas	( )
	States____ Senators____		States____ Senators____
Total:	States____ Senators____	Total:	States____ Senators____

Sixth Inning—1840-1849

	Year		Year
Iowa	( )	Florida	( )
Wisconsin	( )	Texas	( )
	States____ Senators____		States____ Senators____
Total:	States____ Senators____	Total:	States____ Senators____

The game was not over. It looked as though California would come in on the side of the North. At this point, some of the southern players said: "It looks like we are going to lose. Let's take our bat and ball and go home. Let's secede."

Other southern players talked them into staying in the game. These southern players said, "We still have a chance. Maybe we can get Kansas." But they didn't get Kansas. So, the big Seventh Inning went like this:

NORTH	SOUTH

The Big Seventh—1850-1859

	Year		Year
California	( )		
Minnesota	( )		
Oregon	( )		
	States____ Senators____		States____ Senators____
Total:	States____ Senators____	Total:	States____ Senators____

The South had equal voting power in the Senate until 1850. While the South had equal voting power in the Senate, the North could not pass a bill the South did not like. After California, Minnesota, and Oregon came into the Union, the equal balance changed. Now, the North had the most votes in the Senate. This made the South angry.

In 1860, Abraham Lincoln was elected President of the United States. This made the South very angry. The South thought Abraham Lincoln wanted to do away with slavery.

"That does it," said most of the people in the southern states in 1860 and early 1861. To continue the baseball comparison, they decided to take their bat and ball and go home. They decided to start their own "league." The "league" the southern states started was known as the Confederate States of America.

WHEN THE FIRST 33 STATES ENTERED THE UNION

	State	*Entered Union*
1.	Delaware	1787
2.	Pennsylvania	1787
3.	New Jersey	1787
4.	Georgia	1788
5.	Connecticut	1788
6.	Massachusetts	1788
7.	Maryland	1788
8.	South Carolina	1788
9.	New Hampshire	1788
10.	Virginia	1788
11.	New York	1788
12.	North Carolina	1789
13.	Rhode Island	1790
14.	Vermont	1791
15.	Kentucky	1792
16.	Tennessee	1796
17.	Ohio	1803
18.	Louisiana	1812
19.	Indiana	1816
20.	Mississippi	1817
21.	Illinois	1818
22.	Alabama	1819
23.	Maine	1820
24.	Missouri	1821
25.	Arkansas	1836
26.	Michigan	1837
27.	Florida	1845
28.	Texas	1845
29.	Iowa	1846
30.	Wisconsin	1848
31.	California	1850
32.	Minnesota	1858
33.	Oregon	1859

Enrichment 2: FRED LEARNS HOW NEGROES HELPED MAKE HISTORY

Fred swung his bicycle into the driveway and stopped next to the girl on the sidewalk. "Which one of those reports did you take?"

"In history?" Harriet asked.

"Yeah." Fred got off and walked his bike, keeping up with Harriet.

"The History of the Negro Before the Civil War," Harriet said.

"That'll be a short report. You get up and say, 'They were slaves. They worked in the cotton fields.' Then you sit down."

"Huh. There's a lot more than that." Harriet held up a green book. "I've been reading this book, and it tells about . . ."

"About who?" Fred asked.

"Well, it tells about Gabriel Prosser and Denmark Vesey and Nat Turner . . ."

"Who were they?"

"They were leaders of slave revolts." The girl opened the book to a page she had marked. "But I think I'll talk about the Negroes who went out West."

NEGROES IN THE WEST

Fred looked surprised. "I never heard of any Negroes out West."

"The very first settler in Chicago was a Negro. His name was Jean du Sable. And the people that started Los Angeles were Spaniards, Mexicans, and Negroes."

Harriet talked faster. She was in a hurry to tell Fred some of the things she had learned. "There was a Negro in the Lewis and Clark party. There was Jim Beckwourth, the fur trader and explorer. And Jacob Dodson, who went to California with General Fremont. And George Monroe, the Pony Express rider."

"I never read that in my book." Fred said.

"Well, it's true, just the same." She broke off. "Look, I'll explain what I mean."

NEGRO COWBOYS

Harriet shook her finger at Fred. "The history books say that cowboys rode the trails from Texas to Kansas. But they don't tell you what kind of people the cowboys were."

"You mean that some of the cowboys were Negroes?" Fred asked.

"Sure," Harriet answered. "There were quite a few. You can read books about them in the library."

"Are you going to put that in your report?"

OTHER NEGROES IN AMERICA

"I won't have time. I have to tell about Crispus Attucks, the runaway slave who was the first man killed in the Boston Massacre. That was when the English soldiers fired on the people in the street.

"And I have to tell about the New Orleans slave, James Derham, He won his freedom because he was such a good doctor. Then, there's Phillis Wheatley, who wrote poetry. And John Scobell, the U.S. Secret Service man. And the two inventors, Jan Matzeliger and Elijah McCoy."

Fred got on his bike. "I guess you'll have enough for a report," he said. He started away.

"Wait," called Harriet, 'I didn't tell you about Paul Cuffe or William Leisdesdorff, the shipping millionaires."

Although Fred was almost out of hearing, Harriet was still talking. "Or the runaway slaves that became famous in the fight against slavery. They were Harriet Tubman and Frederick Douglass, and about . . ."

ACTIVITY 1

NEGRO HALL OF FAME

Make a list, with two columns on a page. In one column, write the names of Negroes who were important in American history. In the other column, write the contribution of each.

Example

NAME	CONTRIBUTION
Jean du Sable	The first settler in Chicago

ACTIVITY 2

Use library resources to add to your list.

Enrichment 3: AN INTERVIEW WITH ELI WHITNEY

We must imagine that this interview with Eli Whitney took place in New Haven, Conn., in 1820, five years before his death.

"Your teacher told me you wanted to ask me some questions," said the gray-haired man behind the desk. The man was Eli Whitney, the famous inventor of the cotton gin.

"Yes, sir," answered Dick Parks, a 15-year-old high school boy. "We are studying about slavery."

"I don't know much about the rights and wrongs of slavery," said Eli Whitney, "but I do know something about cotton."

"We've been studying about early slavery," the boy said. "President Monroe said that slavery was in its last days until a Yankee invented the cotton gin."

"So you want to find out about that machine that Yankee invented," Mr. Whitney said.

"Yes, sir," Dick answered.

THE INVENTION OF THE COTTON GIN

"I was visiting in Georgia in 1793. Everyone there said there was no money in cotton because it was too hard to clean out the seeds. I studied the problem and made some plans. Then I made a model of a machine that would pull the cotton away from the seeds."

"How does it work?"

"Wire fingers pull the cotton threads through slots," the inventor explained. "The slots are too small for the seeds."

"I see. The seeds have to stay behind."

"That first little model could be turned by hand. It cleaned ten times as much cotton as the old hand-picking way. When you use a horse to turn the bigger gins, you can clean fifty times as much."

"Why did you call it a cotton gin?" Dick asked.

" 'Engine', my boy, cotton 'engine'. But down South, they say it the old English way – 'gin, cotton gin.' "

"Could the farmers raise more cotton then?"

MORE COTTON IS GROWN

"I have some figures here." Mr. Whitney looked through his papers. "In 1791 – two years before my invention – the South shipped out less than 200 thousand pounds. In 1800, only nine years later, they raised more than 30 million pounds."

"Didn't that make the price go down?"

"No. The price went up. The English had invented machines to spin cotton and weave cloth. Now, they'll buy all the cotton the South can grow."

"And that means more slaves."

"That's the sad part," said Eli Whitney, shaking his head.

"Cotton is the most important crop grown on the plantations. These plantations can make a lot of money if they use slaves to do the work."

Mr. Whitney got up and pointed to a map of the United States. "See these new states of Alabama and Mississippi. They're clearing the land and putting in cotton as fast as they can get enough slaves to do the work."

"And the slave-owners make a lot of money?"

"They make so much that they can buy land by the thousands of acres. They build great houses. They pay more and more for slaves. The southern planters are becoming Cotton Kings."

Dick looked puzzled. "I wonder how long this will go on?" he thought.

ACTIVITY 1

FILL IN THE BLANKS

Number from 1 to 10 on your paper. Read each of the following sentences carefully. On your paper, write in the missing word for each number.

The cotton gin was invented by__1__ in the year__2__. It had wire__3__ that pulled the cotton through__4__, leaving the__5__ behind. The first model of the cotton gin was turned by __6__. It could clean__7__ times as much cotton as the old way. The name "gin" was a short name for__8__. After the cotton gin was invented, the amount and the__9__ of cotton went up, and many more__10__ were wanted to work on the plantations.

ACTIVITY 2

SCHOOL REPORTER

Imagine that you are the student who interviewed Eli Whitney. Write a short news story about your interview. In the story, help others to understand why the invention of the cotton gin is important.

Enrichment 4: LINCOLN FAVORS FREE SPEECH

If we are to understand this story about Abraham Lincoln, we must remember that it takes a brave person to do or say something different. When Columbus said the world was round, some people thought he was crazy. When men who were working 10 and 12 hours a day asked for an 8-hour day, some people thought they were crazy. Perhaps you can think of people today who are laughed at, or even mistreated, because they say or do something that is different.

In the early 1800's, most Northerners thought it was all right to grow cotton with slave labor. Only a few people spoke out to free the slaves. The ones who talked about freeing the slaves were thought to be strange or crazy. Sometimes, when they made speeches, they were booed and beaten up, or were put in jail. Some even were killed.

In the 1830's, many men who helped make the laws in the North wrote statements in favor of Southern slavery. They said that people who spoke out against slavery were upsetting the country. In 1836, some members of the Illinois legislature wrote one of these statements and asked all the lawmakers to vote for it. Let's listen in to what happened.

A LAW AGAINST ANTI-SLAVERY PEOPLE

"It's not our job to tell the South how to raise cotton," said one of the Illinois lawmakers.

"That's right. Everybody knows they need slaves. They've always had slaves. They always will."

Another legislator joined the group in the public room of the hotel.

"What's new?" he asked.

"We fixed up a statement today to tell those anti-slavery people to shut their mouths," said the first legislator.

"Good idea," said the new man.

"I guess all the legislators will vote for that statement against the anti-slavery people," said one of the men.

"All but Dan Stone," said another. "Stone says - - -"

"Never mind him," said another. "He's crazy."

"We can count on everybody else," said the first man.

LINCOLN SPEAKS OUT

"You didn't ask me," said a new voice.

The others looked up at the tall figure of young Abraham Lincoln.

"Aren't you in favor of the statement?" asked a legislator.

"I am not. I think those anti-slavery speakers have a right to talk."

"Now, Abe, you'll put yourself in a corner. People will say you're as crazy as Dan Stone."

"I don't care what people say," answered Abraham Lincoln. "I, too, have a right to speak, even if others disagree with me."

"We're not voting on slavery," said one man. "We're just telling a bunch of anti-slavery people to shut up."

"That's exactly why I'm going to vote against that statement," said Lincoln. "America stands for free speech – and that includes free speech for the people who want to free the slaves."

ACTIVITY 1

FREEDOM OF SPEECH

On your paper, number from 1 to 12. Write APPROVED if you think Mr. Lincoln would have approved of the way a person below is making his statement. Write NOT APPROVED if you think Mr. Lincoln would not have approved.

1. Some people say we should work only six hours a day. People who say this should be put in jail.
2. A law should be passed that says a person may work only six hours a day.
3. Some people say we should do away with the income tax. People who say this should be fined and put in jail.
4. We should do away with the income tax.
5. Some people say we should not put drunkards in jail. People who say this should be put in jail themselves.
6. Drunkards should be placed in special hospitals instead of in jails.
7. People who say that we should do away with television commercials should not be allowed to watch television.
8. A law should be passed that does away with television commercials.
9. People who say that we should do away with prizefighting should not be allowed in our city.
10. A law should be passed that does away with prizefighting.
11. Students who say that we should have school six days a week should be the only ones forced to go to school six days a week.
12. A law should be passed that says students should go to school six days a week.

Enrichment 5: THE UNDERGROUND RAILROAD

Cast:

Narrator	Slave Stephen
Rider	Customer
Levi Coffin	Sound Effects Man
Slave John	Jim

NARRATOR: This play takes place in the front yard of a house in North Carolina. A dirt road runs by the house. As the play begins, a dozen Negro men move along the road. They are chained together. A rider on a horse follows them.

RIDER: All right, you slaves can rest.

NARRATOR: While the Negro slaves stop in the shade, the horseman rides toward the house. Levi Coffin, a boy of fourteen, comes out the door. His clothes show he is a Quaker.

RIDER: Where's the well, boy?

LEVI COFFIN: Back there, behind the house, sir.

NARRATOR: The man rides around the house and out of sight. Levi crosses to the Negroes.

LEVI: Why are you all chained?

SLAVE JOHN: We have been sold. He is taking us down South. But some of us have wives and children in Virginia. If he didn't chain us, we would run away the first chance we got.

NARRATOR: Levi notices Stephen, a young Negro, whose torn clothes cannot hide the marks of the whip on his back. He sits with his head in his hands.

LEVI: Did he whip you?

SLAVE STEPHEN: Yes, he whipped me. I was a free man, but they kidnapped me. I fought hard, but . . .

LEVI: Didn't you have the paper to show you were free?

STEPHEN: I had my pass. They tore it up.

LEVI: Couldn't you holler? Didn't somebody help?

STEPHEN: I was walking home. After dark. Three men grabbed me. Tied me and stuffed a rag in my mouth. Then they put me in a wagon. Hauled me across the state line to Maryland.

LEVI: Quick! Tell me the name of your town. My father and I can help you.

STEPHEN: Hanover, Pennsylvania. That's my town.

NARRATOR: It is ten years later. The place is Levi Coffin's General Store in Newport, Indiana. Although it is late at night, Levi is filling an order for a man

who sits in an armchair beside the stove. He is telling the customer what happened ten years before.

LEVI: I told my father about the slaves. My father went up to Hanover and got written papers from Stephen's friends. Then he trailed that slave trader to Georgia and found Stephen.

Did he get free?

LEVI: Dad got a court order to free him.

CUSTOMER: Good. Did you come to Indiana to make your living with this store – or did you come here to run a station on the Underground Railroad?

LEVI: Both.

NARRATOR: There is a special knock at the front door.

SOUND: (Two knocks and then three more)

NARRATOR: Levi steps across to the big lamp. He turns down the wick, and then goes to open the door. Jim, a tall Negro, slips quietly in.

LEVI: This is the right place. Say! Haven't you been here before?

JIM: Yes, sir. 'Bout six months ago. Traveled up from Tennessee. I got a bite to eat here. I made it to Canada.

LEVI: What are you back here for?

JIM: Brought my wife out of slavery.

LEVI: How?

JIM: Well, sir, it was this way. I went back to Tennessee. I went back to my old master.

LEVI: You say you went back to the plantation owner?

JIM: (Smiles.) Yes, sir. I told him how the folks did not treat me well up North. I said they made me work hard. Then I told him it was freezing cold in Canada. I told him there was no work, either. He took me back. He believed every word. He took me around to all the plantations to tell how bad things were in the North.

LEVI: Is your wife all right? Is . . .?

JIM: Yes, she is with me. When we were ready to run away, some others said they wanted to go, too.

LEVI: There's more runaways out there?

JIM: Yes, sir.

LEVI: How many?

JIM: Fourteen.

NARRATOR: Jim opens the door, and fourteen Negro men, women, and children walk in. Thanks to men like Levi Coffin, the Underground Railroad was still working! Year after year, Levi and other people like him hid and fed runaway slaves. They kept horses and wagons ready to help the escaping people get to their next station. And thousands of "passengers" like Jim were not afraid to travel by the dangerous underground railroad. They took the chance because they wanted freedom so badly.

Enrichment 6: HARRIET TUBMAN—CONDUCTOR ON THE UNDERGROUND RAILROAD

Harriet Tubman used to tell this as a true story. She made nineteen trips into the South and helped more than 300 slaves reach freedom.

"Tell John he got to be at the cornfield by tomorrow sundown." The whispered words came out of the shadows behind the big tree. The voice belonged to Harriet Tubman.

"But that's Christmas day," a woman's voice answered.

"The plantation owners will be having a party," explained Harriet. She moved forward to lean against the tree. "We can go a long way before sun-up."

The other Negro woman shook her head. "Your Ma was going to have John and the others for supper on Christmas night."

"John can't go to Ma's. None of them can go. They are leaving with me," Harriet said.

"Shall I tell your Ma why they can't come?" the woman asked.

"No, no. Let Ma go ahead. If the bosses see her fixing up a big Christmas supper, they won't know anything."

"Aren't you going to see your Ma? Aren't you going to tell her you came back to help your brothers run away?"

"No. If she knew I came back across the line, she'd make such a fuss that anyone could tell." Harriet's whisper trailed off. Then she went on. "But you can tell Pa. He's got sense enough to keep his mouth shut."

CHRISTMAS DAY

Harriet Tubman was right about her slave parents. Old Rit, as her mother was called, worked all day Christmas to prepare a big meal. Her father, Old Ben, was told that his daughter had come to get her brothers. He did not say a word to his wife. Old Ben acted the same as if it were any other Christmas.

Then, about sundown, Old Rit wondered why the boys didn't come. Old Ben got up, wiped his face with a big, red handkerchief, and said, "Think I'll walk down the road to see if John's coming."

ESCAPE TO FREEDOM

Old Ben wandered over to the cornfield. When the runaways crept out to start their long hike, he was standing nearby. The red handkerchief was tightly over his eyes.

John looked at his father.

"What's the sense of that blindfold?" John asked.

"No mind. Take my hand and lead me down the road a way."

Up ahead, Harriet started off through the darkness. Behind, lame and crippled, Old Ben walked a few steps with his children as they started the dangerous flight to freedom.

The next day the plantation owners discovered that a half-dozen slaves were gone. The boss went into Old Ben's cabin.

"Two of your boys ran away last night," he shouted. He pointed his finger at Old Rit. "Did you know what they were up to?"

" 'Course not," she replied. "I fixed up a big supper and waited a long time after sundown for them to come."

The boss turned and stared at Old Ben.

"I never did see them," said Old Ben. "I was around here all day, but I never did see them."

And he was telling the truth. He hadn't "seen" them.

ACTIVITY 1

THINK!

Copy and complete each sentence. Look back at the story if you need to.

1. Harriet Tubman was a smart woman because_____
2. Harriet did not want to talk to her mother because_____
3. Old Ben placed a blindfold over his eyes because_____

CHAPTER REVIEW DISCUSSION

THOUGHT QUESTIONS

1. Do people have a "natural" desire to be free? Explain your answer.
2. How do you think slaves felt about such ideas as "work hard" and "be honest"? Why?

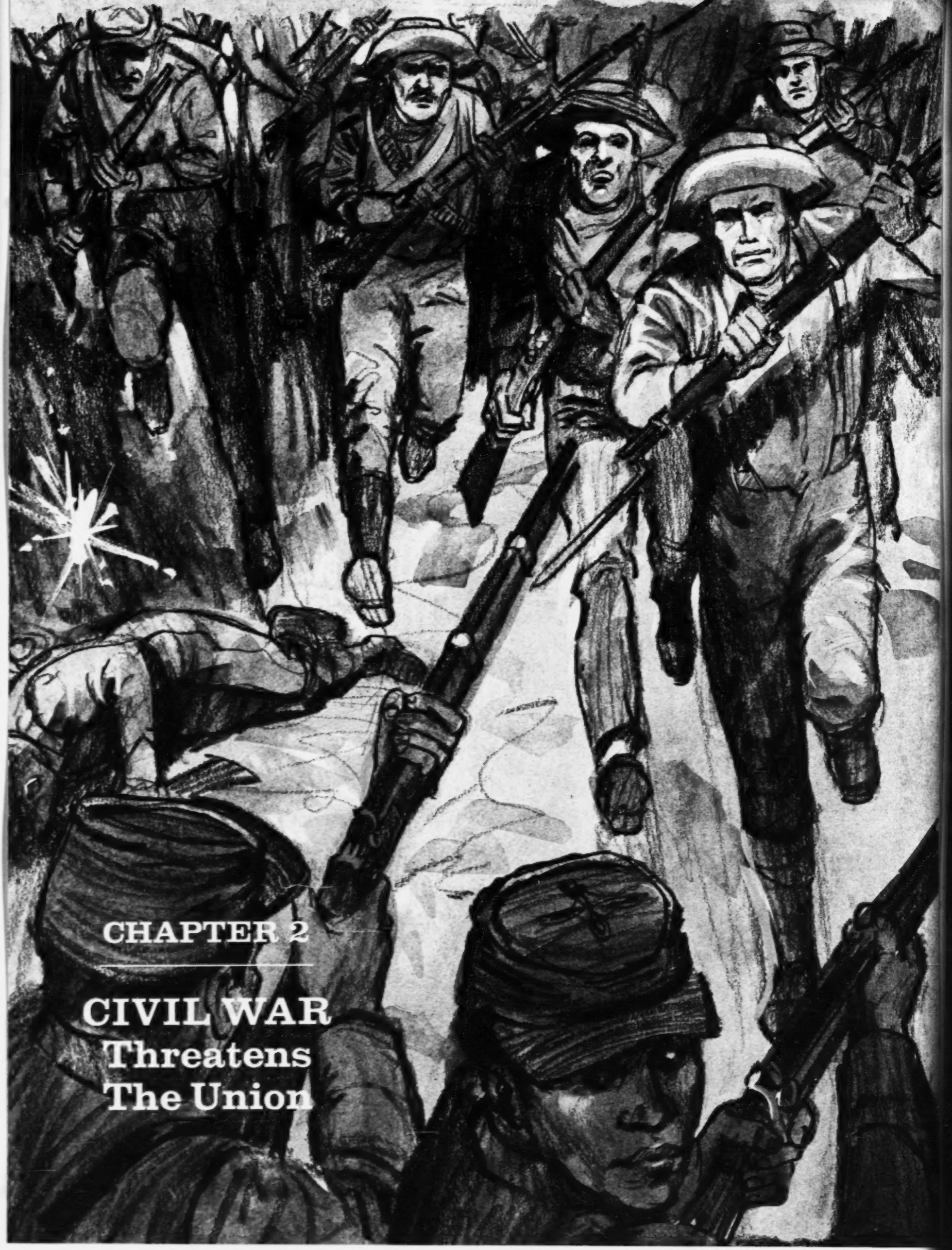
PETE AND BOB: SLAVERY

Just how important is freedom? Some Southerners claimed that the slaves were better off as slaves. They claimed that their slaves were sure of enough to eat. They also said that the slaves were given clothes to wear and a place to live. Do you think that some people in the world today would be willing to give up their freedom for food, clothing, and shelter?

Pete says: I want to be free, even if I have to go hungry sometimes.

Bob says: Food comes first. I've got to eat. You can't eat freedom. I will give up my freedom anytime, if it means I won't go hungry.

Do you agree with Pete or with Bob? Explain your answer.



CHAPTER 2

CIVIL WAR Threatens The Union

SUMMARY READING

VOCABULARY

Watch for these words in today's reading. They are underlined in the story. Try to understand how these underlined words are used in the story.

1. secede
2. Union
3. Confederate States
4. patrol
5. emancipation
6. proclamation
7. abolish
8. anti-slavery

Have you ever known two boys who started out as friends and then got into a fight with each other? Usually, when such a fight starts, each boy thinks that HE will be the winner. When the Civil War began, each side thought it would win. The South made certain plans that it felt would win the war. So did the North. In your reading today, you will find out what happened.

WHAT DID LINCOLN BELIEVE?

After Abraham Lincoln was elected President, most of the people in the southern states said, "We are leaving the United States. We secede from the Union." They started their own government, the Confederate States of America, in February, 1861. Abraham Lincoln strongly believed that the nation should not split in two. He believed that our nation was an example of a country where the people ruled themselves. If the United States broke in two, it would show that a country where the people ruled had failed.

WHAT DID THE SOUTH HOPE TO DO?

Some southerners hoped to secede without war. Others knew that, if the South left the Union, it meant war, but they hoped to win. They planned to sell cotton to other countries and buy things they needed to make war. They were sure England would help them because England needed cotton for her factories. They also hoped Maryland would secede. This would give them the land on all sides of Washington, D.C. The South hoped for a quick victory.

WHY DID THE SOUTHERN PLANS FAIL?

The Southern plans failed. Lincoln kept the South from trading with other countries by sending warships to block the Southern harbors. England did not help the South, either. England needed food from the North more than cotton from the South. Many English people were against slavery. Maryland did not secede, and so Washington, D.C., was held for the Union. The South faced a long, hard war instead of a quick victory. Such a long war favored the North. The North had more men, more money, more factories, and more ships.

WHAT WERE THE NORTHERN PLANS?

The North had four plans: (1) The navy would patrol the southern coasts and keep the South from trading cotton for war supplies; (2) The North would divide the South by capturing the Mississippi River; (3) The North would divide the South again by marching to Chattanooga, then to Atlanta, and then to Savannah; and (4) The North would capture the Southern capital at Richmond, Virginia.

The Northern plans were carried out, but it took four years. The hardest job was to beat the great Southern general, Robert E. Lee. At first, none of the Northern generals could beat Lee. Then, General Meade stopped him at Gettysburg. At the same time, General Grant took Vicksburg. Vicksburg was the last Southern fort on the Mississippi. After that, Lincoln named Grant as the Commander-in-Chief. Grant forced Lee to surrender at Appomatox Court House, Virginia on April 9, 1865.

WHAT WAS THE EMANCIPATION PROCLAMATION?

Although Lincoln was against slavery, he said his first job was to save the Union. He did not do away with slavery because there were several states on the border between the North and the South which had not seceded, although they had slavery. These border states were Delaware, Maryland, Kentucky, and Missouri, and he did not want to do something that would cause them to secede also and join the Confederacy. If they did so, the North would have a harder time winning the war. But people in England were asking, "Why doesn't Lincoln abolish slavery?" Northern anti-slavery leaders, such as Frederick Douglass, were asking the same question.

On January 1, 1863, Lincoln signed a paper called the Emancipation Proclamation. This paper said that slaves were free in all the states that were fighting against the Union.

HOW DID EMANCIPATION HELP THE UNION?

Emancipation helped the Union. Northern people who were against slavery worked harder than ever. The northern Negroes, who now were taken into the army, fought bravely. Many slaves ran away from the southern plantations, and this made it even harder for the South to grow food for their army. All of this helped the North to win the war.

It was a terrible war. Many brave soldiers on both sides lost their lives, but in the end the country was not divided into two nations. The Union was saved.

ACTIVITY 1

VOCABULARY

Many of the words below were underlined in the story. Copy each word and match it with the meaning it has in this story. Then, write the meaning next to the word.

1. secede	an official announcement
2. Union	freedom from slavery
3. Confederate States	to guard
4. patrol	to do away with
5. emancipation	against slavery
6. proclamation	the group of southern states that left the Union
7. abolish	to leave a nation
8. anti-slavery	the United States of America

ACTIVITY 2

FINDING ERRORS

There are three sentences in each section. Only two of each of the three sentences are correct. Copy the TWO correct sentences.

1. The South's plan:
   a. The South hoped to trade cotton with other countries in exchange for war goods.
   b. The South hoped that Maryland would secede.
   c. The South hoped to capture Richmond.
2. The North's plan:
   a. The North planned to get Mexico to attack the South.
   b. The North planned to divide the South by capturing the Mississippi River.
   c. The North planned to capture Richmond.
3. The failure of the South's plan:
   a. The South's plan failed because the North kept the South from trading with other countries.
   b. The South's plan failed because England sent soldiers to fight the South.
   c. The South's plan failed because Maryland did not secede.

ACTIVITY 3

WHO WERE THEY?

Each statement tells something about an important person in our story. Copy each statement and beside each write the name of the person that it tells about.

1. The President of the United States during the Civil War. _____
2. The great Southern general who was so hard to beat. _____
3. The Northern general whose army won at Gettysburg. _____
4. The Northern general whose armies won at Vicksburg. _____

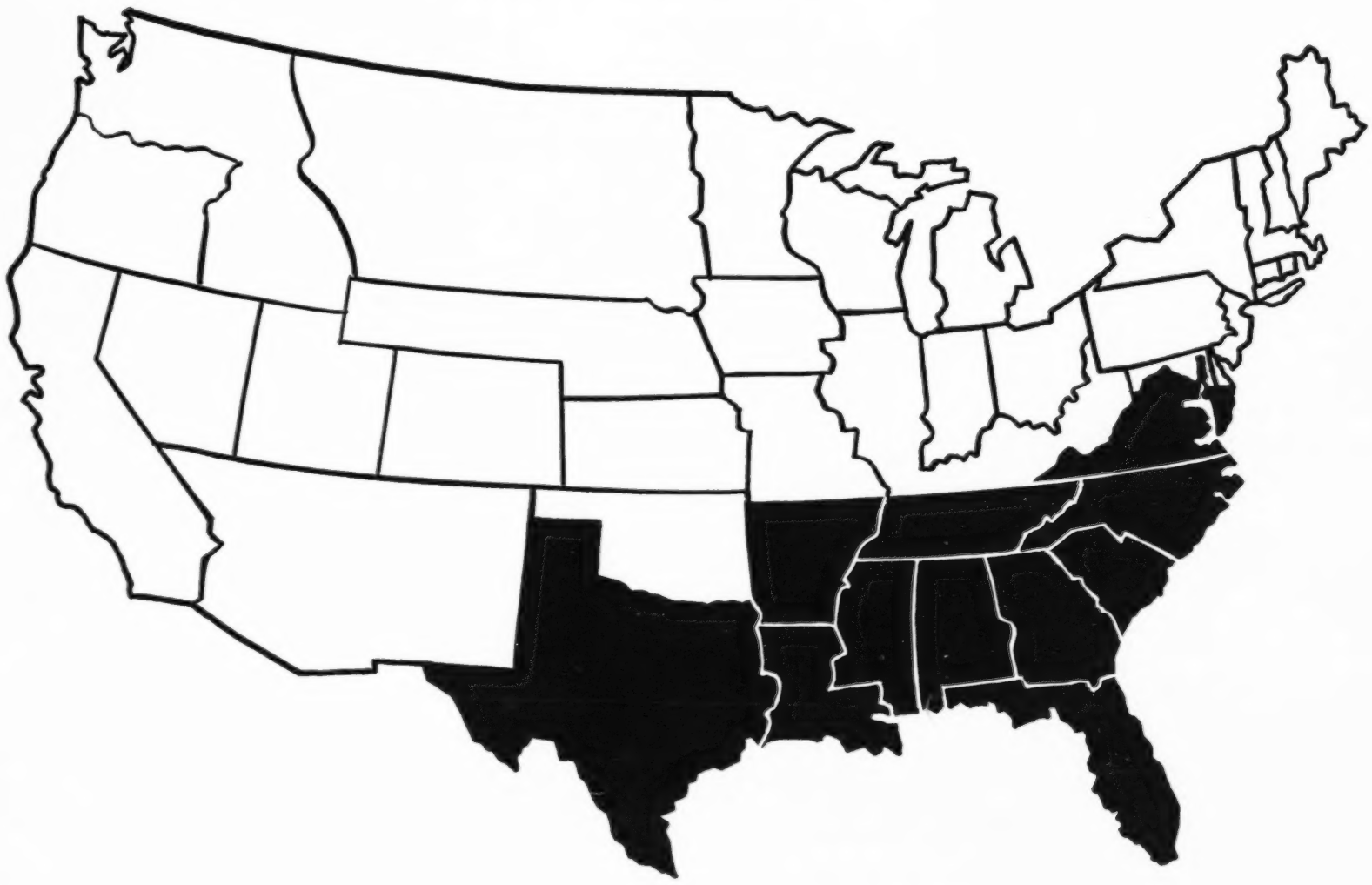
ACTIVITY 4

THINK!

Copy and complete these sentences. The answers may come from your own thinking.

1. Lincoln thought his first job was to save the Union because . . .
2. The North won the war because . . .
3. The Emancipation Proclamation helped the North because . . .
4. If the South had won the war, today we would find that . . .

Enrichment 1: MAP OF NORTHERN AND SOUTHERN STATES DURING THE CIVIL WAR



ACTIVITY 1

MAP STUDY

Trace the map of the Northern and Southern states during the Civil War. Use different colors or shadings to show the states that belonged to the Union and the states that belonged to the Confederacy.

Enrichment 2: THE MONITOR AND THE MERRIMAC

Cast: Narrator, Jefferson Davis, Stephen Mallory, Gideon Welles, Abraham Lincoln, Sailor Jones, Sailor Kelly

NARRATOR: This is the true story of two iron-covered ships, the *Monitor* and the *Merrimac*. Our story begins in 1862, in the office of Jefferson Davis. Jefferson Davis is President of the Confederate States. Mr. Davis is sitting at his desk, writing. Mr. Mallory, Secretary of the Confederate Navy, enters.

DAVIS: I got your note, Mr. Mallory.

MALLORY: Good, I want to talk to you about something important.

DAVIS: You wrote that you had a secret. Well, what is it?

MALLORY: We have a secret, all right. It is a secret weapon. We can smash the Yankee navy!

DAVIS: No? Really! Go on, go on.

MALLORY: We have put iron plates on the *Merrimac*. Now our ship can steam right into the Yankee fleet and blow their wooden ships out of the water. We can *sink* the Northern ships that patrol our coasts.

DAVIS: This is wonderful news, Mr. Mallory. Wonderful! The Yankee ships are blocking our ships now. If we can break the Yankee blockade, we can ship cotton to England. We can bring in guns and supplies for our soldiers. We will win the war.

MALLORY: With those iron plates on the *Merrimac*, we can do it.

DAVIS: Why haven't you reported this to me before?

MALLORY: We weren't sure the engines would move the ship. The iron plates make it very heavy. Now that we've made our first test, we're ready. Whenever you give the order, the *Merrimac* will attack the Yankee ships at Hampton Roads.

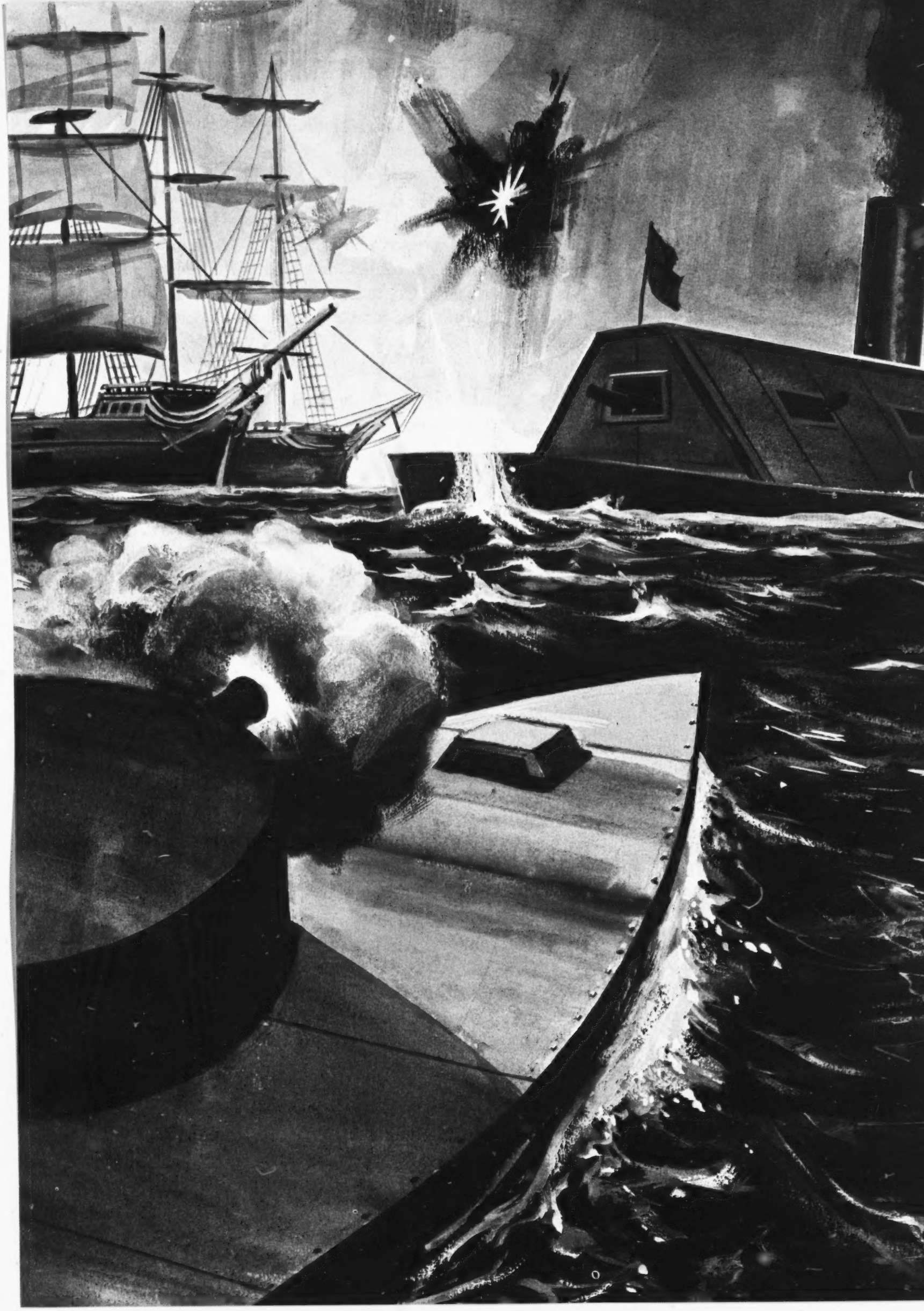
DAVIS: Send it into action, Mr. Mallory. At once.

NARRATOR: Now let us move to Washington, D.C., and to the office of Abraham Lincoln. The President of the United States is looking out the window. Mr. Gideon Welles enters. He is the Secretary of the Navy.

WELLES: You sent for me, sir?

LINCOLN: Our spies have brought us news—very bad news.

WELLES: Is it about the navy?



LINCOLN: Yes. The Rebels have been building a warship with iron sides. It is ready for action.

WELLES: That could be bad news, but we have a match for it. We have an iron ship, too.

LINCOLN: Oh yes, that Swedish engineer. Did he build the ship he . . .?

WELLES: It's ready. It doesn't look like a warship, but it has heavy iron plates. It has good engines. It has guns that can be turned in any direction.

LINCOLN: We need it. Send it to Hampton Roads.

WELLES: I'll telegraph the order. At once.

NARRATOR: On March 8, 1862, the *Merrimac* attacked two Northern warships. These wooden ships had more guns, but their shot bounced off the iron sides of the iron-covered Confederate ship. The *Merrimac* rammed one of the Northern ships and sank it. The other Northern ship was knocked out of action and burned. Later in the day, the *Merrimac* started to attack a third Northern ship. Then it got dark. The next day, the South's *Merrimac* came out to attack the ship again. Two sailors on the Southern ship saw something strange coming toward them.

JONES: What's that strange little thing coming our way?

KELLY: It looks like a "cheese box on a raft."

JONES: It's flying a Union flag. I see two guns on it.

KELLY: Those two guns can't stop us. The captain will probably sink it first before we attack the wooden ship.

NARRATOR: The little boat that looked like a "cheese box on a raft" was the Northern *Monitor*. The *Monitor* had better engines. No matter how the *Merrimac* tried, it could not get past the *Monitor* to fire at the Northern wooden ship. The two ships fought each other for hours. The *Monitor's* two guns kept pounding the *Merrimac*. The thing that looked a "cheese box" was really an iron gun tower that was turned by machinery. This way, the gunners could always fire at the *Merrimac*.

KELLY: That little ship is better than I thought. If the North builds more ships like that, we will not be able to break their blockade.

JONES: The captain is heading straight for the little ship. Do you think he is going to ram it?

NARRATOR: The *Merrimac* tried to ram the *Monitor*, but the *Monitor's* strong engines pulled it out of danger. Neither iron-covered ship could sink the other. Still the battle was considered a Northern victory because the *Merrimac* did not come out to sink any more wooden warships. The North soon built more iron ships. The South failed to break the Northern blockade.

The MONITOR and the MERRIMAC

ACTIVITY 1

FILL-INS

Copy and complete the following paragraph. Use the words in this list to fill in the blanks:

trade	*Monitor*
Mallory	*Merrimac*
blockaded	broken
wooden	iron
plates	failed
sink	supplies

The South was in trouble during the Civil War. The North_____ its coastline so that it could not_____ with other countries. Confederate Secretary of War_____ thought he had a way of breaking the blockade. The South secretly built a ship covered with_____ plates. It was called the_____. This ship attacked and sank two Northern_____ ships. It looked as though the Northern blockade would be_____. Then, the North sent the_____ into action. It also had iron_____. Both ships fired and hit each other. The ships could not_____ each other. The South's attempt to stop the blockade_____. The South still had trouble bringing in_____ to fight the war.

Enrichment 3: GRANT TAKES VICKSBURG

"I am not going to order a third attack," said Grant. "Too many lives were lost in the first two attacks."

General U. S. Grant was talking to his officers in a tent at Vicksburg. The year was 1863. He got up, walked to the opening of his tent and looked out. He saw a hill filled with shell holes. The hill led up to Vicksburg.

"Can we wait to starve them out?" asked one of his officers.

"I think we have a little time," said Grant. "We beat the Rebels at Jackson, Mississippi. Badly. It will be weeks before they can raise an army to come to the rescue of Vicksburg."

DIGGING TUNNELS FOR DYNAMITE

"It would be wonderful to capture Vicksburg by July 4th," said another Union officer.

"Perhaps we can," said Grant. "I'm having Colonel Meadows run a tunnel right under them. If he can blow up their defenses, we can try another attack."

Grant turned around to face the officers meeting in his tent. "Colonel Meadows needs a lot of men to help him dig that tunnel. I think I'll let you decide how to get him fresh men. I'll go over to see how he's doing."

Grant went to the bottom of the hill. Colonel Meadows pointed out a high wall of sandbags. These sandbags protected his men. Behind the sandbags were Union men ready to fire their guns.

"Your defenses are good," said Grant, "but you seem to be short of diggers. I don't see anyone working at the tunnel."

Colonel Meadows smiled. "This is a fake tunnel. When you dig a tunnel to set off a mine, you know the enemy will run a tunnel out to you. He will try to blow up your tunnel." The colonel pointed to the north. "Our real tunnel starts over there."

"I'll stop here," said Grant, "just in case the Rebels are watching." He turned around. "Let me know when you're ready to blast."

REBEL EXPLOSION

Four days later, Colonel Meadows reported to Grant's tent. "The tunnel is finished, sir," he said. "The men have just started carrying in the blasting powder."

Grant stood up. "Good. Very . . ."

He was interrupted by the thunder of a big explosion. Both officers rushed outside. They saw a cloud of smoke boiling up to the sky.

"There must have been an accident," cried Colonel Meadows. "Maybe one of the barrels of powder blew up." Without bothering to salute, he left General Grant and ran toward the smoke-covered hill.

In a few minutes he was back, a wide smile on his face. "They missed us. By twenty yards."

Grant understood. "Was that explosion the Rebel mine?"

Meadows said, "Yes, sir. The rebels blew a hole in the hill just above our fake tunnel. But our real tunnel is safe. And we'll be ready to set off our blast by sundown."

CONFEDERATES SURRENDER

That night, the Union army watched a great explosion rip the trenches at the top of the hill. Afterward, they waited for Grant to give the order to attack. There was no order. Pleased with the success of Colonel Meadows' blast, General Grant had decided to give the Rebels some more of the same. He set his men to work digging more tunnels.

A few days later, after a second blast, the Confederates surrendered. The date was July 4, 1863. The fall of Vicksburg was very important. Now all of the Mississippi River was controlled by the North.

ACTIVITY 1

COMPLETE THE SENTENCES

On your paper, copy these sentences and fill in the blanks.

1. At first, General Grant decided not to order a third attack at Vicksburg because _____.
2. Before trying a third attack, General Grant had Colonel Meadows _____.
3. Colonel Meadows fooled the enemy by _____ _____.
4. Vicksburg fell to the Union Army on _____.
5. The fall of Vicksburg was important because _____ _____.

ACTIVITY 2

THINK!

The American Civil War (1861 to 1865) was the beginning of modern warfare. Here is a list of equipment and weapons used in recent years. Copy the items that you think were used in the Civil War.

1. airplanes
2. rifles
3. tanks
4. horses
5. trains
6. parachutes
7. iron ships
8. bayonets
9. jet planes
10. observation balloons
11. radios
12. heavy artillery
13. telegraph lines
14. missiles

Enrichment 4: FREDERICK DOUGLASS

"Good morning, boys," said the old man, leaning on his cane and smiling at the two boys with the wagon. It was a sunny morning in 1894, in Washington, D.C.

"Good morning, sir," replied Dick, the boy sitting in the wagon.

The boy pulling the wagon did not answer the old man. Instead, he jerked the wagon forward and moved along the sidewalk.

"Don't need to go so fast," shouted Dick, holding on tightly.

Willie stopped. He looked back toward the corner. He saw that the old man could not hear them.

DICK LEARNS ABOUT FREDERICK DOUGLASS

"Who's he?" he asked his cousin, Dick.

"Who?"

"The old Negro man with the cane."

"You mean Mr. Douglass?"

"Gee," said Willie, "the way you say 'Mister' and 'Sir', you'd think he was somebody important."

"He is. That's Mr. Frederick Douglass. He's the most important Negro in the United States."

"I never heard of him." Willie lived in Chicago. He was visiting his cousin, Dick, in Washington, D.C.

"Mr. Douglass was a slave before the Civil War. He ran away—up North. Then he studied and studied until he was a good speaker. He wrote books, too." Dick climbed out of the wagon.

"I guess I did hear something about him," said Willie.

"Well, I guess so," said Dick. "He's the man that helped free the slaves."

"Don't tell me that," said Willie. "Everybody knows that Abraham Lincoln freed the slaves."

"Sure, President Lincoln signed the paper. But that Mr. Douglass helped him make up his mind."

FREDERICK DOUGLASS MEETS PRESIDENT LINCOLN

"How?" demanded Willie. "How did he do that?"

"When Mr. Douglass met President Lincoln, he told Lincoln the slaves should be free. Mr. Douglass went everywhere. He spoke at meetings all over the North. He told everyone to write to the President and ask him to free the slaves."

"What difference did that make? A President can do whatever he wants."

Then Dick said, "The President is elected by the people. He listens to the people when they want him to do something. The President will do what the people want, if he thinks it's right, and it's good for the country."

Willie thought about what Dick said. "I see what you mean . . . ," he began.

THE LINCOLN CANE

"Afterward, President Lincoln was glad he listened to Mr. Douglass." Dick turned to point at the old man, now far down the street. "You see his cane?" he said. "That's the Lincoln Cane."

"What do you mean, 'the Lincoln Cane'?"

"Abraham Lincoln wanted to give Mr. Douglass something. He wanted him to have something to remember their meeting. But before he could do this, the President was shot. Mrs. Lincoln, however, knew that her husband had wanted to give Mr. Douglass something. After President Lincoln died, she sent his cane to Mr. Douglass."

What Dick said about the cane was true. After Mr. Lincoln died, newspapers reported the story of the cane. Mrs. Lincoln sent the cane with a letter to Mr. Douglass. The letter explained President Lincoln's wishes.

ACTIVITY 1

THINK!

You are a Northerner who has just heard Frederick Douglass give a speech. In the speech, he said, "Write a letter to President Lincoln. Let him know why you think the slaves should be free." You decide that you will write a letter. What would you say?

Copy the beginning of a letter, which follows, and then complete it.

December, 1862

Dear President Lincoln:

I would like to tell you how I feel about slavery.

Enrichment 5: LINCOLN AT GETTYSBURG

Cast: Narrator, Radio Announcer, Reporter Ed Taylor, President Lincoln, Sound Effects Man, Farmer, Lady, First Man, Abolitionist, Second Man, Edward Everett

NARRATOR: We know that there was no radio in 1863, but let us pretend there was. Let us see what happened on November 19, 1863, four months after the important battle at Gettysburg.

ANNOUNCER: Here we are, on the train to Gettysburg. In Gettysburg is a battlefield that is to become a national cemetery. Quite a few important people are on this train: President Lincoln, of course; Mr. Edwin Stanton, the Secretary of War; and Mr. Edward Everett, who is to give the big speech of the day. I see Ed Taylor talking to the President. Let's switch to Reporter Ed Taylor.

TAYLOR: Mr. President, are you going to speak today?

LINCOLN: Only a few words, son, only a few words. Mr. Everett is the main speaker.

TAYLOR: Can you give me an idea of what you're going to say?

LINCOLN: Don't know, myself. I've been so busy I haven't had time to write my speech.

TAYLOR: Oh, excuse me. I'll let you work on it, then.

LINCOLN: Thank you. Now, if you would tear out a few pages of your notebook, young man, I could use them to write down a few words.

SOUND EFFECT: (Tearing paper)

NARRATOR: We now move along to the actual ceremony.

ANNOUNCER: I'm speaking to you from the platform at Gettysburg. Mr. Everett has just finished a wonderful speech. Hear that applause?

SOUND EFFECT: (Everyone claps – loudly)

ANNOUNCER: Now the President is going to the front of the speaker's platform. He's talking about the heroes who died here. I'll move up closer, so you can hear his speech.

LINCOLN: . . . that these dead shall not have died in vain; that this nation, under God, shall have a new birth of freedom, and that government of the people, by the people, for the people, shall not perish from the earth.

SOUND EFFECT: (Clapping, but not so loud as it was for Everett's speech)

ANNOUNCER: Well, folks, that's the end of the speeches. Now, we'll switch to the audience, where Ed Taylor has his microphone.

TAYLOR: I'm talking to a farmer from Harrisburg. What did you think of the speeches?

FARMER: That Everett's a fancy speaker, but old Abe said a lot in a few words.

TAYLOR: I have a lady in a black dress. Are you in mourning, Ma'am?

LADY: My oldest boy. He died here. For all of us ordinary folks. That's what Mr. Lincoln said.

TAYLOR: What did you think of the program, sir?

FIRST MAN: That Edward Everett is a mighty fine speaker. But Abe Lincoln was talking to us – the people, the people that fight, the people that die.

ABOLITIONIST: Freedom. He wrote it in the Emancipation Proclamation. Now he said it – "a new birth of freedom."

SECOND MAN: That's our President. Good ol' Abe Lincoln.

ANNOUNCER: Excuse me, Ed, but I'd like to cut back to the platform. I have Mr. Everett here. Will you say a few words, Mr. Everett?

EVERETT: I've talked too much already. And I didn't say it as well in two hours as Lincoln did in two minutes.

Enrichment 6: NEGRO TROOPS AT RICHMOND

"The Northern armies are closing in," said General Robert E. Lee. He was speaking to a meeting of his officers in a big house in Richmond. "General Grant holds the line to the north, and General Sheridan swings in from the west. But General Butler's army to the east is our main problem."

"They're in sight of Richmond," said one of the Confederate generals.

Lee nodded. "They have taken New Market Heights and Fort Harrison. I ordered two attacks on Harrison. They failed. We must plan another attack to keep Butler from driving into Richmond."

"There's only one place to break through," declared another officer loudly. "Hit the Union soldiers at New Market Heights. When our men charge them with bayonets, they'll run away."

NEGRO SOLDIERS OF THE THIRD DIVISION

Lee looked at the speaker. He was thinking of the reports he had read. At last he spoke. "The Third Division of Butler's army are Negroes. They charged through the swamp, cut through two barricades, and took the Heights. They ran into a storm of shot and shell. Hundreds were killed. But the others kept coming. I don't think those Negro soldiers will run."

The officer who had spoken so loudly did not agree with Lee. "This time they'd have to stand and wait," he said. "When they see the bayonets coming up the hill, they'll break. They'll run."

ATTACK ON NEW MARKET HEIGHTS

Lee got up and walked slowly over to the map. Then he turned. "It is the right place to drive a wedge into Butler's line. I'll order an attack."

The following afternoon, a messenger brought the first report of the battle. "The South Carolina Brigade has begun the attack on New Market Heights. Going well."

Lee spoke in a low voice. "They'll have to keep going."

The messenger grinned. "Those Negroes will run."

Lee shook his head. "They won't run. Our men will have to keep on to their last breath, to the last drop of blood."

General Lee got up and followed the messenger down the hall to the small room where the telegraph was located.

"Our men have reached the Yankee trenches, sir," said the operator.

Lee waited. He listened to the click of the telegraph. His eyes were on the operator's face. When the operator stopped smiling, Lee shook his head. "Is it bad news?" he asked.

"Our men are falling back, sir."

THE THIRD DIVISION WINS

Lee waited a moment longer, until the final report told the full story. The Negro Division had won the battle. The Negroes held off the Confederate charge. Then they charged forward. They drove the South Carolina Brigade down the hill. They had beaten Lee's best men.

Many brave soldiers fought and died in the Civil War. The Negro soldiers, like so many other soldiers of the Civil War, proved their bravery. When given the chance, they helped the Union win the war.

ACTIVITY 1

COMPLETION

Number from 1 to 5 on your paper. Write the missing word beside each number.

The __1__ Division of General Butler's Army was made up of Negroes. They took the high ground called __2__ near Richmond. General Lee believed that the Negro soldiers would not __3__. The Negro Division drove the South Carolina __4__ back down the hill. The Division proved its __5__ in battle.

ACTIVITY 2

THINK!

1. Why did one of General Lee's officers think that the Negro soldiers would run away?
2. Why did Lee himself think that the Negro soldiers would stay and fight?
3. Explain how this battle was important to each of the following:
   a. a Negro
   b. a Southerner
   c. a Northerner

CHAPTER REVIEW DISCUSSION

THOUGHT QUESTIONS

1. Why would it be wrong for a state to leave the Union?
2. A soldier can show bravery in battle. What are some other ways that a person can show bravery?
3. How do you think two cousins would feel, one with the South, one with the North, if they met in battle?

PETE AND BOB: ON BEING DRAFTED

President Abraham Lincoln felt that his first duty was to preserve the Union. The South broke away from the Union before Abraham Lincoln took office. Soon after he took office, the Confederates fired on the Union army at Fort Sumter. President Lincoln asked for volunteers to fight the Confederates. Later, because more men were needed, men were drafted into the army.

Pete says: I am for a strong army. I think that the draft is fair. I think every man in our country should have to go into the service if he is needed.

Bob says: I am for a strong army, but I'm against the draft. I think the army should be made up of volunteers only. I don't think a person should have to go into the military service if he doesn't want to.

What do you think? Do you agree with Pete or Bob? Why?

CHAPTER 3

THE SOUTH Returns to the UNION

SUMMARY READING

VOCABULARY

Watch for these words in today's reading. They are underlined in the story. Try to understand how these underlined words are used in the story.

1. ruins
2. civil rights
3. bureau
4. amendment
5. abolish

Did you ever have to rebuild something after it was almost destroyed? If so, you know how difficult it is. You were probably faced with many problems while doing the job. The government had a difficult job after the Civil War. It had many problems in trying to help rebuild the South and get it back into the Union. You will learn about some of these problems in your reading today.

WHAT HAPPENED IN THE SOUTH?

When the Civil War ended in April, 1865, much of the South was in ruins. The war had destroyed plantations, businesses, and railroads.

Just as the war came to an end, Abraham Lincoln was shot and died from his wounds. Months earlier, he made plans for the South to come back into the Union. Now, Andrew Johnson, the new President, said that he would follow the same plan.

With this plan, the southern states quickly returned to the Union. Now the South tried to rebuild. The government passed laws which made the Negroes citizens, but many of the white people in the south refused to let Negroes vote. Confederate leaders who had fought the North were elected. Also, laws were passed in the south to control the newly-freed Negroes. If a Negro quit work, he could be arrested and sent back to work as a prisoner. Many of the southerners seemed to be saying, "We won't call it slavery, but we're going to continue to treat the Negroes as if they are slaves."

WHAT DID CONGRESS DO?

These events made congressmen from the north angry. They did not like what was happening in the south. They said, "We will pass laws to protect and help the Negroes." Congress passed a civil rights law to protect the Negroes. Another law was passed that started a program called the Freedmen's Bureau. This bureau was set up to help Negroes and others in need of food, homes, and jobs. The people in the north were in favor of what Congress did.

Congress also sent Union troops to control the people in the south who were refusing to obey the new laws. Congressmen felt that many white southerners were not treating Negroes fairly.

Congress made the southern states hold new elections in which Negroes could vote. The people who had been Confederate leaders during the war or held office could not vote. Now, for a few years, the men who ran the South were from three groups. They were Negroes, white southerners who had wanted to stay in the Union, and northerners who had moved into the South.

WHAT NEW AMENDMENTS WERE ADDED TO THE CONSTITUTION?

The Constitution can be changed. These important changes are called amendments. After the Civil War, three amendments were added to the Constitution. The Thirteenth Amendment said that there would not be any slavery in the United States. It abolished slavery. The Fourteenth Amendment made Negroes citizens of the United States. The Fifteenth Amendment gave Negroes the right to vote.

Some southerners who did not like these changes joined the Ku Klux Klan and other secret clubs. At night these groups rode out to scare Negroes and white Republicans. When a scare wasn't enough, they whipped, tortured, and sometimes even murdered. Congress passed laws against the activities of such organizations. Union soldiers arrested many of their members, but were not able to stop all the trouble.

WHAT CHANGE TOOK PLACE AFTER 1876?

In time, northerners lost interest in the Negro problems in the South. After the election for President in 1876, United States soldiers were removed from the South. Now, each southern state began to run its own government again.

Without the protection of United States soldiers, Negroes in the South began to lose their right to vote. The white southerners again got control of their state and city governments. They found ways to get around the United States laws that protected the rights of Negroes. The life of the Negro in the South became almost as difficult as it was during the time of slavery.

ACTIVITY 1

VOCABULARY

Many of the words below were underlined in the story. Copy each word on your paper. Match the word with the meaning it has in this story. Then write the meaning next to the word.

1. ruins	a. a change in the Constitution
2. civil rights	b. office
3. bureau	c. do away with
4. amendment	d. rights of a citizen
5. abolish	e. things which are badly damaged

ACTIVITY 2

CHOOSING MAIN IDEAS

There are two sentences in each of the following sections. Only one sentence is true. Choose the correct sentence and copy it.

1. The war damage
   a. When the Civil War ended, the North was in ruins.
   b. When the Civil War ended, the South was in ruins.
2. Planning after the war
   a. President Abraham Lincoln did not make any plans for the South to return to the Union.
   b. President Abraham Lincoln made a plan for the South to return to the Union.
3. Treatment of Negroes
   a. Right after the Civil War, southern states refused to let Negroes vote.
   b. Right after the Civil War, southern states gave Negroes all their rights as citizens.
4. Congress and the Negroes
   a. Congress passed laws to stop Negroes from voting.
   b. Congress passed laws to help the Negroes.
5. The Constitution
   a. Nothing can ever be added to change the Constitution.
   b. After the Civil War, three amendments were added to the Constitution.
6. The Ku Klux Klan
   a. The Ku Klux Klan was a secret club which was against Negroes and white Republicans.
   b. The Ku Klux Klan was against Negroes only.
7. The South after the soldiers left
   a. After the soldiers left the South, Negroes got more rights.
   b. After the soldiers left the South, Negroes began to lose the right to vote.

ACTIVITY 3

MATCHING

Copy each amendment. Write the correct statement to go with each amendment.

1. Thirteenth Amendment	a. made Negroes citizens of the United States
2. Fourteenth Amendment	b. gave Negroes the right to vote
3. Fifteenth Amendment	c. abolished slavery

ACTIVITY 4

MATCHING

For each number below, two events are listed, one of which happened before the other. Number from 1 to 4 on your paper. Beside each number, copy only the statement that tells of the event that happened first.

1. The Civil War ends.
   Negroes are given the right to vote.
2. Troops are taken from the South.
   Negroes lose the right to vote.
3. The Civil War begins.
   The Ku Klux Klan starts.
4. Negroes get the right to vote.
   Slavery is abolished (done away with).

ACTIVITY 5

QUESTION FOR DISCUSSION

Murder is always a terrible crime, but people are more shocked when an elected president is killed than they are by other killings. Can you explain how this might be connected with their belief in democracy as a way of government?

Enrichment 1: AT THE FREEDMEN'S BUREAU

Cast: Narrator
Ben Jefferson
First Negro Woman
First White Man
Second White Man
First Negro Man
Second Negro Man
Third Negro Man
Second Negro Woman
Young Girl
Fourth Negro Man
Fifth Negro Man

NARRATOR: The Freedmen's Bureau was set up in the South after the Civil War. Its job was to help the freed slaves. Our play opens on a group of poor Negroes and two poor white men. They are waiting outside a Freedmen's Bureau located in a small Mississippi town. As we begin, Ben Jefferson, a tall Negro, opens the door and looks out at the crowd.

BEN JEFFERSON: I will let you in as soon as you get lined up.

NARRATOR: The crowd forms a line.

BEN JEFFERSON: Who was here first?

FIRST NEGRO WOMAN: I was here before –

BEN JEFFERSON: All right, Auntie, you come up front.

FIRST WHITE MAN: Who is the man doing the talking?

SECOND WHITE MAN: That's Ben Jefferson. He used to work the cotton gin at the Major's plantation. He ran off to the North and worked for the Yankee army.

BEN JEFFERSON: You can ask me questions. Maybe I can tell you –

FIRST WHITE MAN: We got nothing to eat. Will the Freedmen's Bureau give us something –

BEN JEFFERSON: Yes. The Freedmen's Bureau helps all people who are poor, Negro or white.

SECOND NEGRO MAN: I heard we will get forty acres of land and a mule.

BEN JEFFERSON: Everybody believes that story. But it just isn't true. If a plantation is empty, the bureau divides up the land until the owner comes home. But nobody gets it for keeps.

SECOND NEGRO MAN: You mean we are not going to get forty acres? That's real bad.

THIRD NEGRO MAN: Free men got to have farms.

BEN JEFFERSON: You are free, but that doesn't mean the Yankees are going to give you a farm. You still got to work for the man that owns the land.

SECOND NEGRO WOMAN: The old master at our place gives us nothing but moldy corn meal.

BEN JEFFERSON: All you folks that are still in your cabins on the old place – go home. In a few days, a man from the Freedmen's Bureau will make the owner sign a paper to feed you right and pay you for working.

NARRATOR: Now, some Negroes slowly leave the line.

YOUNG GIRL: We live in town. There's no work. Mama's sick. We got nothing to eat.

BEN JEFFERSON: Stay in line. The Freedmen's Bureau will give you a paper to get food.

FOURTH NEGRO MAN: I can't even write my name. Are the Yankees going to teach us?

BEN JEFFERSON: As soon as the hungry get fed, then the Freedmen's Bureau is going to find a teacher and start a school.

FIFTH NEGRO MAN: My old master said we were too dumb to read.

BEN JEFFERSON: That's not true! They taught me to read. They taught me to write. When we get educated, we are going to help run the country.

Enrichment 2: DIARY OF A CONFEDERATE CAPTAIN

The Southern soldier fought bravely for what he thought was right. When he lost the war, he had to go back home. What was home like? What had happened to the South after four years of war? Read this imaginary diary to get a truer picture.

1865

April 12

Waited three days after Lee's surrender before we could start home. All keep horses . . . officers keep pistols. Yankees gave us corn meal and bacon. Rode 12 miles.

April 13

Roads awful . . . deep holes or washed away. Fences all gone. Confederate paper money no good. Everybody knows Lee surrendered. Bought handful of tea with coins. Ten of us have $2.40 in coins. Stores and houses have windows boarded up. There's no glass. Went 40 miles today.

April 14

Horses in bad shape. Stopped often to rest . . . let horses eat grass. Ate last of Yankee food. Crossed into North Carolina. 25 miles.

April 15-20

Stayed a week at plantation owned by Captain Turner's uncle . . . north of Winston-Salem. Gave them our tea . . . first cup of tea they had for weeks. Oats for horses. Mush and corn bread for us. Every morning we drew straws for the 3 or 4 eggs. Turner's uncle rich before war . . . put his money in Confederate bonds . . . not worth a cent now. Their best clothes patched. Some of their slaves ran away . . . half the place going to weeds. Gave us sack of turnips when we left.

April 22

Swamp, mud, weeds. Nothing to eat but turnips. 30 miles.

April 23

Rode through town that had a Freedmen's Bureau office. Crowd was mostly Negroes. Private Smith dropped out. Think he went back to beg for food at the Freedmen's Bureau.

April 24

Farmer sold us food. Corn bread and turnip stew. 20 miles.

April 25

Yankee patrol from Sherman's army . . . told us the last Confederate army surrendered at Raleigh, North Carolina. They gave us dried beef and sack of corn meal. 25 miles.

April 26

Rained all day. Found empty house . . . cooked corn bread . . . found dry corner to sleep. About 6 miles.

April 27

Crossed into South Carolina. Followed railroad line. Rails and ties all gone . . . torn up by the Yankees. But railroad roadbeds better than roads. 20 miles.

April 28

Everybody says Georgia is wrecked from Atlanta to the sea. Captain Banks and North Georgia men go west . . . toward Atlanta. I don't want to see a city that's been wrecked and burned. Three men go south with me. Our share of coins is 60 cents.

April 29

Lucky today. Found a plantation where they fed us pancakes, molasses, and eggs. My pencil down to a stub. Can't get another. 25 miles.

April 30

This is country where Sherman ran off cattle, burned houses, took the cotton, cleaned out the stores. Nothing but ruins. People starving. Corporal Phillips shot a duck. Divided it among the four of us.

May 1

Savannah River. No boats. Bridges all wrecked. People say we have to go down to Augusta to cross. But that's 50 miles out of the way.

May 2

Swam the river. Georgia at last. When the war started, they said we would ride through the North, but here we are, back home . . . wading through Georgia mud.

ACTIVITY 1

USING THE FACTS

Imagine that you are visiting a rest home where two old men are discussing the Civil War. Imagine that you hear this much of their conversation:

First Old Man: "Don't tell me about Yankees from the North. They had no heart. They just went through the country killing, burning, and destroying. After the war they were just as bad."

Think about the "Diary of a Confederate Captain." Write a brief answer to this first old man.

Second Old Man: "Don't tell me about the rebels in the South. Once the Civil War was over, they went back and found things pretty much the same. They led a soft, easy life again.

Think about the "Diary of a Confederate Captain." Write a brief answer to the second old man.

Enrichment 3: THE KU KLUX KLAN

In the first years after the Civil War, the southerners who had fought against the Union could not hold a public office. They could not vote, either. Some of these southerners joined secret clubs like the Ku Klux Klan. Such clubs were formed by people who wanted to keep white control of the South as it had been before the war. The Ku Klux Klan was against Negroes who tried to better themselves and against "carpetbaggers," northern whites who had come into the south to get control of the government. Imagine that we could hear what was said in a southern town at that time. Listen, as one southerner speaks. He is a lawyer named Tom Thorpe.

"We are going to start a Ku Klux Klan in this town. A man will be at my office to tell us all about it. The meeting will be tonight at 8 o'clock sharp."

That night a large crowd gathered at Thorpe's office.

"You men pay attention to Captain Burns," said Lawyer Thorpe.

Captain Burns stood on a chair so he could talk to everybody in the room. "I'm going to get right down to business," he began. "I want you to join the Ku Klux Klan so we can stop the Negroes and white carpetbaggers from running the state of South Carolina."

"Yeah," one man shouted, "But how do we keep the Negroes from voting?"

'And what are we going to do with those carpetbaggers?" another man shouted even louder. "You know they're working with the Negroes."

KLAN ACTIVITIES

Captain Burns was ready with an answer.

"Pay them a visit," he said. "Ride over to their place and scare them to death."

"They will report us to the Yankee soldiers," someone answered. "The soldiers will put us in jail."

"They can't do that if you wear masks," said Burns. "That's the way the Klan works. We ride at night – masked."

"But what do you do if trouble starts?" asked a man.

"You got whips, ropes, and guns, haven't you? Teach them a lesson they won't forget," said Burns.

"And there's something else," he went on. "You can't let the Negroes get educated. If they do, they will learn how to read the new Yankee laws. Then you got more problems. Run that Yankee teacher out of town."

"We told the Yankee teacher we don't want him here, but he's still teaching at the Negro school," said a man.

"Pay him a visit at 2 o'clock in the morning. Let him know the Klan means business," said Burns.

"We could burn the school down if he won't leave," said a voice.

Burns went on. "I think you men have the right idea. You can have a strong Klan in this town. Remember, we have to put an end to this new government in South Carolina. That's all I have to say."

HATE WILL NOT HELP

The meeting broke up, and the men went home. The next day, Thorpe saw an old friend.

"You missed a good meeting last night. Captain Burns was here to start a Klan in our town," said Thorpe.

"I heard about that meeting," the man said. "I fought for the South, as you did, because I believed we were right. I will not join the Klan, though. I think everything they want to do is wrong."

"We can't vote. What else can we do to stop the Negroes and carpetbaggers?" said Thorpe.

"I don't know, but I do know the Klan isn't the answer," said the friend. "I feel that Congress will give us back our voting rights soon. If we start hating now, it won't really help. If this hate spreads, we are going to have a lot of trouble in the United States for a long time."

As his friend walked away, Thorpe thought about what he had said. The night before, Thorpe had been sure the Klan was the answer. Now, he wasn't so sure.

ACTIVITY 1

FILL IN THE BLANKS

Number from 1 to 8 on your paper, and write in the missing word next to each number.

The Ku Klux Klan wanted white control in the __1__ again. The Klan wanted to stop __2__ and white __3__ from running the southern states. The Klansmen did not want to be identified, so they wore __4__ and made rides at __5__. They sometimes took along such weapons as __6__ or __7__. They did not want the Negroes to be educated because they did not want them to learn how to read Yankee __8__.

A Klan Rally

Enrichment 4: ROBERT SMALLS—NAVAL HERO

"Got to have something to print besides these same old stories." The newspaper editor leaned back and stared at the calendar on the wall. It was in Charleston, in 1915. "Doesn't anything ever happen in South Carolina?" he asked.

As if in answer to his question, the office boy handed him a note. "It's a death notice from Beaufort, South Carolina," said the boy.

"No one down there is important," said the editor, looking at the paper. Then he jumped to his feet. "Why didn't you tell me it was Robert Smalls?"

The office boy stared at the excited editor. "They said it was some Negro."

"Get the file on Robert Smalls," shouted the editor.

The office boy was soon back with a large folder in his arms. "I never heard of Robert Smalls," he said, "but he must have . . ."

"Didn't you ever hear about the man that stole a warship?" demanded the editor.

"Stole a warship?" asked the surprised boy.

"That's what I said. Robert Smalls stole a warship during the Civil War." The editor grabbed the folder and swung around to his desk. "You can read all about it on the front page tomorrow."

PILOT OF THE PLANTER

The office boy was excited. He didn't want to wait for the paper to come out. He put together the story of Robert Smalls by asking reporters, the librarian, and the janitor. This is what he found out:

As a slave, Smalls was forced to help sail the *Planter,* which was a small ship in the Confederate navy. He learned to pilot (steer) the ship. One night, when the officers went ashore in Charleston, Smalls talked the slave crew into stealing the ship. First, however, he sent the ship's boat in to town to get his wife and children.

He piloted the ship past two Confederate forts. When it was out of Charleston harbor, there still was danger that the Union navy would open fire. Smalls ran up a big, white flag, and the Yankees did not shell the ship. Then, he turned the ship over to the surprised Union officers. The Union navy gave him a pilot's rating. Later, he was promoted to the rank of captain.

CONGRESSMAN ROBERT SMALL

After the Civil War, Robert Smalls was ready for a new life in South Carolina. He was respected by all people. He studied hard to improve his education, and he became an important man. He was elected to the South Carolina state legislature. He helped write a South Carolina constitution. Later, he was elected six times to the United States Congress. His twelve years in Congress were the longest term of any Negro Republican from the South.

The office boy was pleased with all he had learned about Robert Smalls. He still wondered about one thing, though. He wanted to know how Smalls was promoted to captain. He decided to ask the editor.

The editor thought a moment when the office boy asked him. "Oh, now I remember. The Union navy was using the *Planter* as one of their ships. Robert Smalls was the pilot on the ship. The Yankee captain of the *Planter* let the ship get too close to Southern guns. The Yankees thought the ship was lost. Everyone jumped into the life boats and rowed away. Everyone but Robert Smalls, that is. He stayed on the *Planter,* and piloted it out to sea. Because he saved the ship, the Union navy promoted him to the rank of captain."

ACTIVITY 1

TRUE OR FALSE

Number from 1 to 6 on your paper. Read each statement carefully. If the statement is true, write the word TRUE beside the number. If the statement is false, write the word FALSE.

1. Robert Smalls was a free Negro who served in the Union Army.
2. Smalls sneaked onto the *Planter* with a group of Union men and captured it.
3. Smalls piloted the *Planter* past Confederate forts.
4. The Union navy gave Smalls a pilot's rating and later promoted him to Captain.
5. After the war, Smalls served in the state legislature of South Carolina.
6. Smalls tried to be elected to Congress but did not succeed.

ACTIVITY 2

HOW MUCH DO YOU REMEMBER?

List the accomplishments of Robert Smalls.

ACTIVITY 3

LIBRARY RESEARCH

Use your school and neighborhood libraries to complete the following chart.

Negro Congressmen

Name	Dates Served	State	Other Information

Enrichment 5: NEW FACTORIES IN THE SOUTH

After the Civil War, more factories were built in the South. In 1870, Peter Winton owned a cigar store in Raleigh, North Carolina. One day, while Winton was making cigars, he saw a friend pass his shop. Without taking off his apron, Winton ran to the front door of his shop.

"John," he called. "Hey, John."

The Negro who was walking down the street turned around. "Howdy, Mr. Winton," he answered.

"How much do you make a week?" asked Winton.

John Page looked over the head of the white man at the blue sky above Raleigh. "Some weeks more – some weeks less," he said.

JOHN PAGE IS HIRED

Winton laughed. "I know it's none of my business." He moved from one foot to the other. Then he went on. "I have an idea. You tell me what's the most you ever made rolling cigars, and I'll pay you more to work for me."

John thought about the offer. Then he answered, "One week, last spring, I made fourteen dollars."

"I'll pay you fifteen," said Winton promptly.

John Page knew that this was more money than any Negro in Raleigh earned. "You want me to make cigars?"

"That's right." Winton moved closer. "I'll tell you the truth. Before the government did away with slavery, I didn't have much business. Too many rich planters bought cigars that came from Cuba. Others had a slave that knew how to make cigars. Some men even rented a slave to make their cigars. You remember how some men used to go to your master and got you for a day to make cigars?"

John nodded. "They paid my master two dollars for each day I worked."

Winton went on, "I was ready to quit the business and go up north. I wanted to move my shop to Philadelphia or New York."

"That German cigar maker did quit and go north," said John.

"I didn't blame him," said Winton. "Other businesses left the South for the same reason."

THE LITTLE BUSINESSMAN SUFFERS

"I'll tell you straight. I was glad they freed the slaves. It was hard for a businessman to make the same thing a slave made. It was hard for a person like me to stay in business. The businessman would go broke. Now that we don't have slavery, more factories are moving into the South all the time and people are better off."

"That's the truth," said John.

"So, how about it? Will you work for me? I've got so much business, I have to work until midnight every night."

"I like your offer," said John. "To tell you the truth, Mr. Winton, the most I ever made was eleven dollars."

"You do good work. I'll still pay fifteen. I would be mighty glad to have you working for me."

"You got yourself a cigar maker."

Fifteen years later, the Winton Tobacco Company was one of Raleigh's largest factories. They sold cigars, cigarettes, chewing tobacco, and snuff. John Page was still there, foreman of the cigar-making department. His wages were exactly three times as much as that first fifteen dollars.

ACTIVITY 1

HOW MUCH DO YOU REMEMBER?

Here are some questions. Think about each one carefully and try to answer it from the facts in the story. Write your answers in your own words.

1. What was Peter Winton's business?
2. How much business did Winton have before the slaves were freed? Why?
3. How much business did he have after the slaves were freed?
4. Why was Winton willing to pay John Page so much?

ACTIVITY 2

THINK!

Write short answers for each question. Use your own words.

1. Why was Peter Winton better off when there were no slaves in the South?
2. Why was John Page better off after slavery was abolished?

CHAPTER REVIEW DISCUSSION

THOUGHT QUESTIONS

1. Why were more factories built in the South after the Civil War?
2. What is racial prejudice? What do you think causes it? What do you think should be done about it?

PETE AND BOB: FINDING A JOB

After the Civil War, the government set up the Freedmen's Bureau in the South. This bureau was set up mainly to help the Negroes who needed food, homes, or jobs. Today, state governments also are trying to help citizens who are in need.

Pete says: I have been out of work for three months, and I'm broke and angry. The government should have found a job for me by now.

Bob says: I'm sorry you don't have a job, but I don't think the government is to blame. There are jobs not filled. You should try to get training so it will be easier for you to find a job.

What do you think? Do you agree with Pete or with Bob? Explain your answer.